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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for second grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the second grade reading mastery test, and a list of second grade vocabulary words are also included. (MM)

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READING CURRICULUM GUIDE

BASIC SKILLS FIRST

THE BETTER SCHOOLS PROGRAM It Works!

TENNESSEE DEPARTMENT OF EDUCATION
ROBERT L. MCELRATH, COMMISSIONER
1986 EDITION

CS009209

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READING CURRICULUM GUIDE BASIC SKILLS FIRST

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We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers, Ruth Rickman, Janice Baer, Betty Lundeen, Rose Snead, Sharon Hammond, Pat Petrie, Becky Sims, Phyllis Pardue, and Malinda Murchie for the vital contributions they have made to the implementation of BSF, and to former Deputy Commissioner Beecher Clapp and the originators of Basic Skills First for their contributions to excellence in education in Tennessee through this monumental endeavor.

And finally, the Department acknowledges the dedication to excellence of the Departmental Revision Team, Donna Spalding, Faye Taylor, Mark Howard, J B Whitman, and Judith Morgan and their assistants Mary Tompkins, Ruth Wright, Kathy Todd, and Pat Brenner for the many long, hard hours they invested in making a good program even better.

FOREWORD

The Basic Skills First Program is designed to identify the minimum skills which teachers should teach and which students should learn in reading and mathematics. The materials were written by Tennessee educators for use with Tennessee students. The program is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn the basic skills of reading and mathematics and develop the ability to apply them as needed in everyday life.

The basic Skills First Program has four components:

• A CURRICULUM GUIDE - In accordance with RULES, REGULATIONS AND MININUM STANDARDS of the State Board of Education, section 0520-1-3-.02, the BSF guides contain the instructional objectives which address the terminal objectives identified for each grade level in the Board approved curriculum frameworks. Local school systems must use either the BSF curriculum guides for reading and mathematics or use locally developed curriculum guides which have been approved by the State Department of Education as comparable.

• MASTERY TESTS - The mastery learning approach to teaching is based upon the premise that students learn best when instruction focuses on small, manageable bits and when students master each bit before proceeding to a new or more difficult task. BSF provides the teacher with mastery tests which may be used to determine students' mastery of the objectives designated by an asterisk in the guides. These objectives have been determined to be important to the students' satisfactory progress in reading and mathematics. The use of the mastery tests is OPTIONAL; however, the determination of mastery is not. Teachers should use whatever methods they deem appropriate to assure that students have mastered each skill identified with an asterisk in the guides. In order to facilitate the most efficient use of teacher time and skills, the objective tests have been clustered. This clustering of objectives allows the teacher to test several skills at one time, yet still determine mastery of each objective individually.

• INDIVIDUAL STUDENT RECORDS - Progress must be charted in order to provide appropriate instruction on the students' levels. A profile, containing the objectives which relate to the areas assessed in the Pre-first Grade Screening Program, is provided for every kindergarten student. A record form, containing the tested objectives for every grade 1-8, is also provided for each student. Use of these particular record forms is OPTIONAL; however, a record of each student's mastery of the tested objectives must be maintained as part of the student's cumulative file.

• A SYSTEMATIC PLAN OF INSTRUCTION - Students should receive direct instruction in the skills of reading and mathematics in order to achieve to their optimum levels. One of the services provided as a part of the BSF program is staff development in the use of the Directed Lesson for reading and mathematics. There are many sound approaches to directed teaching. Among them is the Tennessee Instructional Model. The responsibility for determining the method(s) of instruction to be used with students ultimately rests with those who provide the instruction; therefore, the local school systems must determine the method(s) of delivery which they deem to be most appropriate.

The implementation of Basic Skills First reading and mathematics programs, or comparable programs, in every school during the 1985-86 school year revealed the necessity of revising the programs in order to make them the best possible materials for use in Tennessee classrooms. Input was obtained from teachers across the state. The 1986 edition of Basic Skills First is the result of that input. Although the format of BSF is new, the philosophy of BSF remains the same. BSF is an educationally sound course of study which provides direction and support to classroom teachers and consistency to what teachers teach and students learn across the state.

Robert L. McElrath
Commissioner of Education

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The Basic Skills First Program meets the requirements cited above in grades K-8 for mathematics and for the reading portion of the Language Arts Curriculum Framework. (The two additional components of language arts, writing and thinking and expression, are addressed in a separate guide since no tests or record forms are provided for those components.) The State Board of Education requires that the Basic Skills First Program, or a comparable program, be used in every classroom, grades K-8, in the State of Tennessee. The requirements of the Basic Skills First Program are explained in the Foreword on page iii in this guide.

The new Basic Skills First Reading Guide is organized into four strands: Comprehension Skills, Word Identification Skills, Reference and Study Skills, and Literature. Instructional objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (reading), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 32104 is translated as follows:

3 = Grade 3
2 = Reading
1 = Strand - Comprehension Skills
04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

SUMMARY OF REVISIONS

The Basic Skills First Reading Program has undergone a careful and critical analysis and an extensive revision. Every effort has been made to decrease the demands of the program on teacher time in order to maximize instructional and learning time and to strengthen the BSF materials in order to assure that students have the best possible chance to learn the critical skills of reading. The following are significant changes in the BSF Reading Program:

- The number of objectives in the READING GUIDE was reduced by combining similar objectives and omitting objectives which are thoroughly covered in the Language Arts Curriculum Guide.

The reading objectives are now broader. Many objectives have several activities provided which increase in difficulty. The teacher should be certain the student can perform at each level of difficulty before testing the overall objective.

The Language Arts Curriculum Framework consists of three components: Reading, Writing, and Thinking and Expression. Basic Skills First addresses only the reading portion of the framework. Some objectives which are thoroughly covered in the Language Arts Guide were omitted from the Reading Guide. When objectives were combined or moved, those numbers were omitted from the numerical sequence in order to avoid confusion and to provide for the use of correlations previously completed. When objectives were changed significantly or moved from the Comprehension Strand to the Literature Strand, they were given new numbers.

- The number of MASTERY TESTS required and the quality of the tests provided were addressed by testing only objectives from the Comprehension and Word Identification strands, clustering tests, field testing the tests, checking the readability of the tests, and providing vocabulary lists.

Although all objectives in BSF Reading are important, the objectives in the Comprehension and Word Identification strands impact directly the student's ability to read. Tests have been clustered to reduce the number of testing "sittings." One passage may be used for several objectives in a cluster test. The teacher may still, however, determine the students' mastery of individual objectives within the cluster.

The mastery tests were field tested in classrooms across the state in the spring of 1986. A computer program was used to determine the readability of the passages using the Frye Formula for readability. All passages are considered to be acceptable for the grade level at which they are used. The writers used a composite vocabulary list made up of words from the four series used most often in Tennessee schools. That vocabulary list is provided for each grade level.

- RECORD KEEPING for BSF Reading was streamlined by designing a single record form which contains the tested objectives for grades 1-8 and removing the date of mastery from the record form.

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READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221C1 To understand the relationship of context and word meaning to comprehension.

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22101 use pictures as an aid to comprehension.	Pictures are used to enhance the reader's enjoyment and understanding of the material by providing another means through which information can be obtained. Picture comprehension involves interpreting visual stimuli while using past experiences in combination with known and inferred information.	observing, recalling	A. Give students a picture and review the importance of making careful observations. Have them observe the picture for several seconds, and then take the picture away. Ask the students several questions and have them record their answers. Then show the picture again. Ask each question again and have students check their responses with the picture.		
		listening, associating, locating	B. Make a statement about a picture that accompanies a story in the basal reader. Have the students find the picture and tell on what page it is located.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221A2 To understand the skills necessary for reading with proper expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22106 read with expression.	Encourage the students to pay attention to punctuation and to read dialogue the way they feel the characters said it. Always have the students read the material silently before asking them to read aloud. Model good oral reading techniques when reading aloud to a class or group.	verbalizing	A. Have students read a play, such as "Rumplestiltskin." If equipment is available videotape the presentation so that students may observe their oral reading techniques. Discuss with each student one or two things done well in the presentation and one thing on which to work. After the students have had time to improve their prese tations, retape the play and compare the two performances.	L.A. 237B1	
		verbalizing	B. Allow students to use a tape recorder to record in private a selection read orally. Listen to the tape with the student and discuss strengths and areas for improvement.		
		verbalizing	C. Allow students to select a story or verse to read to the group. Encourage attentive group behavior and reinforce positive elements of the presentation.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221C1 To understand the relationship of context and word meaning to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22111 use context to identify new words.	Using context means using known words and other clues within the sentence or passage to derive the meaning of unfamiliar words.	listening, associating, identifying	A. Introduce a new word by using it in a sentence that provides clues to the identity of the word, such as "Would you ____ pass the butter?" (please) Ask students to predict what they might say in that sentence. Put the new word in the blank and decode it. Point out to students that a familiar phrase will sometimes clue the identity of a new word. Give students other sentences that contain familiar phrases. Have them identify the new word in each.	L.A. 233D1 L.A. 237A1	
		listening, identifying	B. Use a new word in a sentence which defines the word, such as "A dark hole in the side of a mountain is a _____." (cave) Tell students that sometimes the sentence describes the unfamiliar word. Give students similar sentences and have them identify the new word in each.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221C1 To understand the relationship of context and word meaning to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22112 define selected words.	Vocabulary words should include basal reader vocabulary, sight words, spelling words, and content area vocabulary.	defining, matching	A. As new vocabulary words are introduced, have students define them in their own words. Develop short definitions and write them on sentence strips. After the new words have all been introduced, have the students match each new word with its definition.		
		matching	B. Have students match each vocabulary word with a picture which illustrates its meaning.		
		matching	C. Have students fill in the blanks of sentences which define the new words, such as "An animal which is black with a white stripe down its back and often smells bad is a ___." (skunk)		
		identifying	D. Have students give synonyms for the vocabulary words.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221C1 To understand the relationship of context and word meaning to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22113 distinguish homophones.	Homophones are words that are pronounced the same but are not spelled the same.	observing, listening, associating	A. Write on the board two words that are pronounced alike but are spelled differently, such as "road" and "rode." Explain that although the words sound the same, they have different meanings. List several pairs of homophones and define each word. Give students sentences and have them fill in each blank with the appropriate homophone.		
		defining, discriminating	B. Have students read sentences which include homophones. Have students define the homophones as they are used in the sentences.		
22114 use words with multiple meanings and pronunciations.	Most words have more than one meaning. Some words have multiple meanings and pronunciations. Words that are spelled the same but have different meanings and different pronunciations are called homographs.	observing, listening	A. Write a word on the board, such as "tie." Write the definitions on the board. After reading each definition, write a sentence that fits the definition of the word. Repeat the activity with other words, such as "bill," "play," and "can."		
		observing, listening, composing,	B. Write two words and their definitions on the board, such as "wind - a natural current of air; a breeze" and "wind - to turn; to coil; to twist." Point out that the words look alike but do not mean the same and are pronounced differently. Have students make a sentence with each word.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221C1 To understand the relationship of context and word meaning to comprehension.

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22115 identify synonyms.	Synonyms are words which have the same or similar meaning. Synonyms may substitute for each other without changing the meaning of a sentence.	identifying	A. Give students a set of word cards. Write a sentence on the board and underline a word. Have students find all the words that are synonyms for the underlined word.		
		sorting, identifying	B. Have students use a set of word cards and group words which have similar meanings.		
		identifying	C. Give students four or five words. Have them identify the two which are synonyms.		
* 22116 identify antonyms.	Antonyms are words that have opposite meanings. When a word is substituted for its antonym in a sentence, the meaning of the sentence changes.	identifying	A. Give students two sentences which are opposite in meaning, such as "The sun is shining brightly, and I am _____(hot)." and "It is snowing, and I am _____(cold)." Have students suggest words to fill the blanks. Point out that these words are antonyms. Give students similar sentences and a word list. Have them complete the sentences.		
		listening, matching	B. Play "concentration" using pairs of antonyms.		
		identifying	C. Give students four or five words. Have them identify the two words which are antonyms.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221D1 To understand the role of sequence in comprehension.

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22118 sequence events from a selection.	Sequencing requires recalling the order in which events occurred in a selection.	recalling, verbalizing	A. After reading a story silently and/or orally, ask students to tell three or four events from the story in the order they happened.	L.A. 235A1	
		recalling, arranging	B. On the top of a worksheet, print five or six sentences about a story the students have read. Have students cut the sentences apart and paste them in the proper order on the bottom of the page.	L.A. 234B1	
		recalling, identifying	C. Give students several events from a story written in random order. Have students point to the event which happened just before or just after an event identified by the teacher, such as "Point to the sentence that tells what Mary did before she brushed her teeth."	L.A. 236B1	

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written communication

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221E1 To understand the relationship of details to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22120 answer questions about a selection.	Questions should require students to recall and/or locate specific details in the selection which answer "who," "what," "when," "where," "how," and "why." Questions may also be asked which require students to infer answers, make judgments, and use information in a creative way.	listening, recalling	A. Write the words "who," "what," "when," "where," and "why" on cards and display them in the reading area. After reading a story, ask a question which begins with each word.	L.A. 235A1	
		listening, recalling, comprehending, applying, analyzing, synthesizing	B. Use Bloom's taxonomy to vary the level of difficulty of the questions asked. For example, ask students a "who" question for each level from knowledge to evaluative.		
* 22121 use details to identify story elements.	Story elements include characters, setting, and plot. Details include any information which describes or enhances story elements.	listening, recalling, associating	A. After reading a story, give students a sentence or phrase which details a particular character or other story element. Have students identify the story element based upon those details. For example, "The animals all lived there." (The forest)	L.A. 234B1	
		recalling, associating, matching	B. Give students a list of details about the characters in a story and the names of the characters. Have students match a character's name with the details which tell about the character.		

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22123 select a title.	Before students can write titles, they must understand that the title relates specifically to the contents of a story and that the title consists of only the most important words which identify the story. Students must be able to select the best title for a story or book from several choices.	recalling, analyzing, discriminating	A. Have students read a brief story. On the board or chart paper, list three or four possible titles for the story. Ask each student to choose the best title for the story. Allow the students to tell why they chose their answers.		
		recalling, matching	B. Cut the titles from short stories. Place the stories in one stack and the titles in another. Have students read the stories and match each story with a title.		
22124 create a title.	To create a title, students must understand the story, recognize the main idea , and express the most important idea in only a few words.	discussing, analyzing, naming	A. Read with students a short paragraph. Discuss the main idea of the paragraph. Have each student create a title. Choose the best title(s) for the paragraph.		
		composing, naming, analyzing, judging	B. Have students develop a group story. Allow each student to write a title on a sentence strip. Ask students to tell why each title would or would not fit the story.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221F1 To understand main/idea central message in reading comprehension.

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22125 identify the main idea in a selection.	The main idea is the most important fact or idea the author is trying to convey in the selection. Sometimes the author clearly states the main idea, such as in the following example: "The first people who came to this country learned many things from the Indians. They learned about new kinds of food and new ways to cook the food. The Indians showed them springs where they could find good drinking water." The main idea may often be found in the topic sentence.	locating, evaluating locating, evaluating	A. Read with students a short paragraph. Ask students to find the sentence they think tells what the author would most like for them to remember. As answers are given, discuss why each answer is correct. B. After discussing the concept of main idea and presenting many examples, give students a short paragraph, such as the example in the content column. Give clues to help students find the main idea, such as "The paragraph tells some things the first Americans learned. The sentence that gives the main idea tells that the Americans learned some new things and from whom they learned them. Find that sentence."	L.A. 236B1	

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READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221F1 To understand main idea/central message in reading comprehension.

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22126 infer the main idea of a selection.	This objective should come after students are adept at finding an explicitly stated main idea. Inferring information is a high cognitive level skill and requires combining several mental processes. The four steps of teaching a skill lesson as described in the Tennessee Instructional Model or a similar model are particularly important in teaching this objective.	listening, observing, comprehending	A. Show students a paragraph with an implied main idea. Read the paragraph with the students and identify the main idea. Do several examples.	L.A. 235A1	
		listening, observing, recalling, thinking critically, verbalizing	B. Show students a similar paragraph and ask them questions which will lead to the main idea. Do several examples.		
		listening, recalling, discriminating, selecting, judging	C. Using a similar paragraph, give students three or four choices from which they should select the main idea. Discuss each choice and help students make the best selection. Do several examples.		
		reading, comprehending, recalling, analyzing, thinking critically	D. Give students another paragraph. Have them read the sentence that tells the main idea. Give students several paragraphs for independent practice, gradually lengthening the paragraphs.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221G1 To understand the role of prediction in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22128 predict outcomes.	Predicting outcomes is the skill of using known information, inferred information, past experiences and logical thinking to speculate on possible results or outcomes. Verifying predictions requires the reader to locate the information which will support the validity of the prediction. Predicting differs from guessing in that guessing often involves random responses which may or may not be the result of critical thinking.	listening, recalling, thinking crictically	A. Read a selection with students. Stop at various points and ask students what they think will happen next. Continue to read, and have students signal when they read the parts that verify their predictions.	L.A. 235A1	
		listening, recalling, thinking critically	B. When introducing a basal reader lesson, tell the students the topic and/or the main idea of the story. Have them predict details they expect to find in the story. Record the predictions. Have them read the story. Place a check by each predicted detail which was, in fact, in the story. For example, for a story entitled "A Day At The Beach," you might expect to find details such as "sunny," "swimming," and "water."		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221H1 To understand characterization as an element of comprehension.

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22132 describe the characters in a selection.	Students should recall information in the selection which relates specifically to the development of a character. Students should tell the character's name, describe the character's appearance, and tell what the character says and does in the story.	recalling	A. Have the students read a story. Ask each student to select a character and tell everything about the character. The teacher may stimulate memory by asking probing questions, such as "What else can you remember about the man's clothes?"		
		recalling	B. Laminate a chart with the numerals from one to ten down the side. Assign each student a character before reading a story. As a student tells about the assigned character, list the details on the chart.		
		identifying	C. After the students have read a selection from the reader, write detailed descriptions of some of the characters on the board. Have the students name the characters described.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22133 compare and contrast characters' feelings and actions.	By comparing and contrasting the feelings of characters and the actions which result from those feelings, students learn that characters sometimes share similar feelings but do not always react the same way, or that they perform similar actions for different reasons. To understand the plot, students must be able to identify why characters act or react the way they do. Very often the student must analyze actions of the characters to determine the cause of the action.	predicting	A. After the students have read a story in the reader, ask them to describe a character's behavior in the story. Ask students how they would have behaved in the same situation. For example, "In our story today, Bill was unhappy because the other boys would not let him play ball. Bill went home to ask his father to teach him to bat. If you were Bill, how would you feel? What would you do?"	L.A. 235A1	
		thinking critically	B. Have students read two stories in which the characters felt the same but acted differently, such as "Little Red Riding Hood" and "The Three Little Pigs." In each story the wolf was hungry. In "Little Red Riding Hood," the wolf was sneaky and tricky. In "The Three Little Pigs," the wolf was open and direct.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22134 describe the relationship between characters' feelings and plot.	Students begin in kindergarten to name feelings and to associate feelings with actions. In reading, students learn to recognize or infer the feelings of characters based upon their own past experiences and the actions of the characters in the story.	critical thinking	A. Choose a story which clearly states the feelings of a character and the actions which result from those feelings. Identify for students the story details which provide this information. Have students relate these feelings to personal actions. For example, "In the story, the girl ran to hug her mother because she was happy to see her. How do you show people you are happy to see them?"		
		inferring, predicting	B. Have students read a story which requires them to infer feelings. Discuss the feelings that could lead to the events. Discuss how different feelings might have changed the plot. For example, in the "Tortoise and the Hare," the hare thought he was so fast that no one could beat him, so he didn't put forth his best effort. Ask students, "What do you think might have been the result if the hare had not been so sure he would win?"		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 2211 To understand the factors involved in supporting conclusions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22138 use context to verify conclusions.	A conclusion is the result of an analysis of stated information, inferred information, and information gained from past experiences. Conclusions must be logical and supported by facts or clues within the selection.	recalling, locating information	A. Pose a question about the story and have students find and read aloud the sentence(s) in the selection that answers the question. For example, in "The Princess and the Pea," the queen decided the girl was a real princess. Have students find the parts of the story that helped the queen learn the truth.	L.A. 235A1	
		recalling, locating information	B. Ask the students a question that can be answered with "yes" or "no." Have students signal with thumbs up for "yes" and down for "no." Have each student find the part of the story to support the answer given.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221J1 To understand cause and effect as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22140 Identify cause and effect relationships.	Students should be able to identify the part of the selection which describes the consequences of an action and the part of the story that tells the cause of an event or series of events.	listening, observing, reading orally	A. Have students read a story in which the cause and effect relationship is clearly defined. Write a sentence on the board which states an effect from the story, such as "Hansel and Gretel were lost in the woods." Have students find and read the cause of their being lost.	L.A. 235A1	
		listening, observing, reading orally	B. Repeat Activity A above, writing the causes on the board and having students find the effects.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 221K1 To understand the role story elements play in evaluating material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22143 distinguish reality and fantasy.	Some things occur in the real world; others are imagined. Reality refers to those things which actually exist or can actually happen. Fantasy is the distortion of reality or the creation of imaginary objects or events. Students should distinguish those things which are imagined or distorted from those which reflect actual objects and events. Fantasy is used to entertain, to provoke thought, and to explore the realm of possibilities.	listening, analyzing, discussing recalling, analyzing, classifying	A. Describe for students situations which are obviously make-believe, such as a boy that flies or a dog that talks. Discuss the things that make them make-believe situations. B. Have students read short paragraphs or sentences and tell if each selection is real or fantasized. For example, "Baby Bear cried when he saw his chair."	L.A. 235A1 L.A. 236B1	

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READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222A1 To understand how sight word development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22201 identify sight words.	Students should be able to identify the first and second grade words on a sight word list, such as the Dolch List as well as the vocabulary of the adopted basal reading program. Many students will need to review those words mastered in the previous grades. Sight words differ from other vocabulary in that the students must use auditory and visual memory rather than phonics or context in the identification process. Students should participate in daily activities to increase sight word vocabulary.	identifying	A. Write the sight words on index cards. Have the students work in pairs. The students should take turns identifying the sight words. The flash cards (two sets) can be numbered and used to play concentration.		
		memorizing identifying	B. Assign ten words or more nightly for students to take home for study. Each day allow the students to read aloud the words within a given time frame. As a student masters the list of words, assign the student the next list. Phrases may be assigned also.		
		identifying creating comprehending	C. Write a group story using sight words. Allow each student to choose a sight word and make a sentence. Write the sentence on chart paper. When finished, have the students take turns reading the story. Duplicate the story for each student to take home for practice.		
		identifying comprehending	D. Using sentence strips, include the sight words in phrases to be read by the students. Give each student a sentence strip. Have the students read their phrases. If the phrase was read correctly, pass the sentence strip to the next student. If the phrase was read incorrectly, the student should keep the sentence strip and practice the phrase.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22207 develop letter-sound associations for initial consonant blends.	Consonant blends are two or three letter consonant combinations that produce a blended sound of the component letters. Examples are: bl, cl, dl, fl, gl, sl, br, cr, dr, gr, pr, tr, sc, sk, sm, sn, sp, and st.	discriminating, identifying, reading, applying	A. Say three words such as "green-grow-grass." Have the students repeat the words and tell how the words sound alike. Write the words on the chalkboard and have the students tell how the words look alike. Have students tell other words that begin with the "gr" sound. Write the words on the board and have the students read the list to see if the words are correct.	L.A. 233A1	
		recalling, identifying	B. Make flash cards using the list of words from Activity A and other previously used words with consonant blends. Have two sets of cards and allow the students to play concentration.		
		recognizing, identifying	C. Make "word sliders" or "word wheels" with the initial consonant blends on the moving part. Have the students work in pairs and read the new words aloud.		
		discriminating	D. Give the students a worksheet with illustrations. Have the students supply the missing initial consonant blend.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22202 develop letter-sound associations for three-letter consonant blends.	Three-letter consonant blends are often called clusters. Each letter in a consonant blend keeps its own sound. Examples are: spl, str, spr, and scr.	discriminating, identifying	A. Say three words such as "splash-string-scratch." Have the students repeat the words. Have them identify the beginning sounds. Write the words on the chalkboard. Repeat the words and point out the pronounciation by following along from left to right. Discuss the blending of the initial letters. List possible consonant clusters. Have the students tell other words that begin with those sounds. Write them on the chart tablet or chalkboard for students to read during the day.	L.A. 233A1	
22203 apply consonant letter-sound associations to decode unfamiliar words.	Students begin with auditory discrimination, visual discrimination, and blending in phonics usage. The fourth step is contextual application. Students use previously developed skills to decode unknown words.	decoding, reading	A. Include a new word in a sentence. Write the sentence on the chalkboard, a chart tablet, or a transparency. Underline the new word but do not identify it. Have the students use previously learned skills to decode the word (initial, medial, and final sounds). When the students figure out the new word, have them read the sentence aloud.	L.A. 233A1	
		analyzing, decoding	B. Write sentences on sentence strips. Include in each sentence one new word. Give each student a sentence strip. Allow each student to read the sentence strip and to explain the steps taken to decode the new word.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22204 apply consonant digraph letter-sound associations to decode unfamiliar words.	Students should use the four steps in decoding: auditory discrimination, visual discrimination, blending, and contextual application. New words should be presented in phrases or sentences, never out of context.	decoding, reading	A. Include a new word in a sentence. As you read the sentence, write it on the chalkboard, a chart tablet or a transparency. Underline the new word but do not identify it. Have the students use previously learned skills to decode the word. When the students figure out the new word, have them read the sentence aloud to determine if correct.	L.A. 233A1	
		decoding, reading, verbalizing	B. Write a story on a chart tablet, transparency, or chalkboard. Include the new words in the sentences. Have the students read the story silently. Allow each student to read one sentence aloud and to explain the steps taken to decode the new word.		
22205 develop letter-sound associations for the two sounds of "c" and "g."	The letters "c" and "g" have both hard and soft sounds. "C" tends to be hard when preceeding "a, o, and u," such as in "can, cold, and cup;" and soft when preceeding "e, i, and y," such as in "cell, city, and cycle." "G" tends to be hard when preceeding "a, o, and u," such as in "game, go and gun." "G" tends to be soft when preceeding "i, e, and y," such as in "gin, gem and gym." "G" can be hard when preceeding "i," such as in "give."	discriminating, reading	A. Make a list of words using both the hard and soft sound of "c." Point out the different sounds and go over the rules. Have the students, working in pairs, read the words during the day. Repeat the activity for "g."	L.A. 233A1	
		discriminating, reading, applying	B. Make a set of key cards with the words "go, gem, gym, gin, gun, game." Make game cards with other "g" words on them. Shuffle the game cards. Have students take turns drawing the game cards and matching to the correct key card.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22206 Identify silent consonants in words.	There are many words that have silent consonants. Students should be made aware of these silent letters, such as "k" in knife, "b" in lamb, "t" in castle, "w" in write, and "c" in chick.	identifying	A. Make a list of words that have silent consonant letters. Read the list of words to the students (use as many known words as possible) and have them repeat the words. Have the students identify the silent letter in each word.		
		recalling, identifying	B. Using the list of words in Activity A, make flash cards. Have the students read the flash cards to a partner and then have the partner read the flash cards. As the students read the flash cards, have them identify the silent consonant letters.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22208 develop letter-sound associations for final consonant blends.	Consonant blends are two or three letter consonant combinations that produce a blended sound of the component letters. Examples are: st, sk, xt, and sp.	discriminating, identifying	A. Say three words such as "nest-dust-past." Have the students repeat the words and tell how the words sound alike. Write the words on the chalkboard and have the students tell how the words look alike. Have students tell other words that have the final "st" sound. Write the words on the board and have the students read the list to see if the words are correct.	L.A. 233A1	
		identifying	B. Make "word sliders" or "word wheels" with the final consonant blends on the moving part. Have the students work in pairs and read the new words aloud.		
22209 decode using letter-sound associations for single consonants.	Students will begin to decode as letter-sound associations are developed. Review should continue throughout the year.	applying	A. Make "bingo" cards with a consonant letter in each square. Give each student a card. Call out words that have initial consonant sounds (medial or final may be used) and have the students cover the letter with a marker.	L.A. 233A1	
		applying	B. Give the students a worksheet with illustrations. Have the students supply the missing consonant (initial, medial, final).		
		spelling, applying	C. Using alphabet boards, such as the Steppe Boards, have students spell short words with initial, medial, or final consonants.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22210 decode using letter-sound associations for consonant digraphs.	Consonant digraphs are two letter combinations that do not produce the blended sounds of the particular letters, but rather produce a unique speech sound. Examples of initial consonant digraphs are: ch, sh, th, wh, ph, and qu. Examples of final consonant digraphs are: " nk, ng, ck, sh, ch, th, and ph."	comparing	A. Say three words such as "brush-cash-mesh." Have the students repeat the words and tell how the words sound alike. Write the words on a chalkboard, transparency, or chart tablet and have the students tell how the words look alike. Discuss the new sounds that digraphs such as "sh" make.	L.A. 233A1	
		recognizing, identifying	B. Make "word wheels" or "word sliders" with initial and/or final consonant digraphs. Have the students read the new words made by substituting the initial and/or final consonant digraphs.		
22211 develop letter-sound associations for vowel diphthongs.	A vowel diphthong is a two letter vowel combination having a unique sound. Vowel diphthongs include "ou," "aw," "oi," "oy," "au," and "oo."	comparing, reading	A. Say three words such as "cow-owl-flower." Have the students repeat the words and tell how the words sound alike. Write the words and discuss the vowel diphthong. Underline the diphthong. Make a list of words that include diphthongs. Have students read the words.	L.A. 233A1	
		discriminating	B. Give each student three key cards. Each key card should have a diphthong such as "oi" and an example such as "oil." Pronounce words with diphthongs included and have the students hold up the key card that identifies the diphthong.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22212 develop letter-sound associations for r-controlled vowels.	R-controlled vowels are vowels followed by "r" having a unique sound. It is said that "r" controls the sound.	identifying	A. On a chart tablet, chalkboard, or transparency write the sight words "car-her-bird-fur-corn." Have the students identify the words. Discuss the "r-controlled" concept. Repeat the words and underline the vowel and "r" in each word. Have students list other words that rhyme with the sight words. Have the students identify the words and explain the "r-controlled" concept.	L.A. 233A1	
		illustrating, verbalizing, identifying	B. Have students illustrate five words from the list in Activity A. Each illustration should include a different vowel. Have the students share their illustrations and then display in the room for all to read.		
22213 develop letter-sound associations for "al" and "aw."	When "a" is followed by "l" or "w," the "a" is controlled by the "l" or "w" and forms a unique sound. Examples are: "law, mall, halt, raw, and saw."	identifying, associating	A. Write the sight words "saw" and "ball" on the chalkboard. Have the students identify the words. Discuss the "aw" and "al" relationship. Have the students tell other words that have the sound of "al" and "aw." Make a list of the words. Have the students read the list to a partner.		
		creating, identifying, reading	B. Write a group story using words from the list in Activity A. Allow each student to choose a word from the list and make a sentence. Write the sentences on chart paper. Have the students take turns reading the story.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22214 develop letter-sound associations for long vowels.	When teaching the long vowels, introduce the concept that the long vowel sounds the same as the name of the letter that represents the sound. Using familiar sight word referents, introduce the long vowels. Most words (with long vowels) in the beginning reader's vocabulary are one-syllable and the long vowel is followed by a silent "e." The rule should be taught early: in words or syllables with two vowels, one of which is a final "e," the "e" is usually silent and the first vowel is long (CVCE). The generalization concerning the "open syllable" should be taught: when a word or syllable contains only one vowel and ends with that vowel, the vowel is usually long.	recognizing recalling, identifying discriminating illustrating identifying	A. Make a set of key cards with the words "go, me, play, ride, and use." Make game cards with words having long vowels. Have the students take turns drawing the game cards and matching to the correct key card. B. Make two sets of cards from Activity A. Number the cards 1-20 on the back. Have the students play concentration. C. Make another set of cards with words having short vowels. Shuffle the cards. Have the students work in pairs. Give out the cards, dividing equally. Have each student turn over the top card in stack. The student with the word having a long vowel wins both cards. If both students have words with long vowels, then have them turn over the next card, etc. until there is a winner. D. Have students cut out pictures from magazines that illustrate words with long vowels. Have the students make posters identifying the long vowel. Display the students' posters. E. Display the Dolch Sight Word List and have students identify those words which have long vowels (only display known words).	L.A. 233A1	

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222B1 To understand how phonetic development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22215 develop letter-sound associations for vowel digraphs.	Vowel digraphs are two adjacent vowels, one of which receives the long sound while the other is silent. Examples are: ai, ay, ea, ee, and ei. Avoid teaching "rules" regarding digraphs as they hold true less than half the time. For example, "when two vowels go walking, the first one does the talking" is simply not consistently true.	identifying	A. Display lists of sight words and vocabulary words from the basal reader which have vowel digraphs. Discuss the concept. Have students read the list to a partner.	L.A. 233A1	
		recalling, applying	B. Make "bingo" cards with a vowel digraph in each square. Give each student a card. Pronounce words that have vowel digraphs and have students cover the digraph with a marker.		
22216 apply short vowel letter-sound associations to decode unfamiliar words.	Students use previously developed skills to attack unknown words. Students have used the following steps in decoding: visual discrimination, auditory discrimination, and blending. Students are now ready to apply the fourth step: contextual application.	decoding, recalling, reading, identifying	A. Write a sentence on the chalkboard, a chart tablet, or a transparency. The sentence should have a new word that the students will decode by using previously learned skills. Have the students recall vowel generalizations to aid in figuring out the new word. Read the sentence aloud and have students identify the new word. Write other sentences which have new words for the students to practice reading and decoding.	L.A. 233A1	
		reading, decoding	B. Write sentences on sentence strips. Each sentence should have a new word to be decoded by the students. Give each student a sentence strip and have the student read the sentence as soon as the new word is figured out. Pass the sentence strip to others.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22217 Identify plural nouns.	A naming word, or noun, refers to a person, place, or thing. Most words form their plurals by adding "s," others by adding "es." Many nouns are included in the Dolch Sight Word List and the basal vocabulary for beginning readers. Identifying plural nouns by adding "s" should be taught first.	identifying, recognizing, verbalizing	A. Write on the chalkboard, transparency, or chart tablet several singular nouns such as "toy-ball-girl-desk-brush-match-witch." Have the students read the list of words. Make a list of identical words and add the plural ending. Have the student identify the words and explain the process that was used to create the plural nouns.	L.A. 232B1 L.A. 233D1	
		applying, writing	B. Have students list five of their favorite toys. Then have the students form the plural of each noun. This may be repeated using other nouns.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22218 add inflectional endings to base words.	Base words are often called "root words." Students should begin early in reading to identify base words as the Dolch Sight Word List and basal vocabulary are introduced. An inflectional ending is the change in the form of a word showing its case, gender, number, person, tense, mood, voice or comparison. The most common endings in beginning reading are: "s, ed, ing, er, d, ly, est."	identifying, applying, verbalizing	A. Display a ruler and a yardstick. Have the students identify which is longer. Write a sentence on the chalkboard or chart tablet such as "The yardstick is longer than the ruler." Have the students read the sentence. Ask the students to explain the inflectional ending added to "long." Display a protractor or some other item and ask the students to identify which is longest. Write a sentence on the board such as "The yardstick is the longest." Have the students identify the inflectional ending. Write other words on the board and have the students add inflectional endings. Examples are: "sweet, great, tall, fast, and slow."	L.A. 233D1 L.A. 232B1	
		identifying, verbalizing, applying	B. Write the words "fast-faster" on the chalkboard. Have the students identify the inflectional ending. Have the students explain how the new word "faster" was made. Write the words "funny-funnier" on the chalkboard. Have the students identify the inflectional ending and explain how the new word "funnier" was made. Write other words on the chalkboard and have the students add inflectional endings. Examples are "city, make, get, write (cities, makes, getting,writer)."		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22220 identify simple suffixes.	Base words are often called "root words." Base words should be taught as a sight word list, such as the Dolch Sight Word List, and basal vocabulary are introduced. An affix is one or more sounds or letters attached to the beginning or end of a word and serving to produce a derivative word or an inflectional form. A suffix is an affix occuring at the end of a word. The most common suffixes taught in beginning reading are: "ion, tion, ation, er, y, al, ent, ful, ity, ure, and ous." Students should recognize that the addition of suffixes sometimes changes the meaning of the word.	identifying, verbalizing	A. Write the words "help-helpful-helper" on the chalkboard or chart tablet. Have the students make sentences with each word. Have them identify the changes in the spelling and the meaning of each word. Write some other words on the chalkboard and have the students identify the suffixes.	L.A. 233D1	
		identifying	B. Divide the students into teams. Have the first member of each team go to the chalkboard. Pronounce a word and have the students write the suffix. Award points for the correct answer. Allow each team member to have a turn.		
		recognizing, applying	C. Provide the student a list of vocabulary words. Have them choose the words that can have suffixes added. Have the students write the new words made by the addition of suffixes.		
		recognizing, verbalizing	D. Have the students identify any suffixes on a given page of the basal text. Have the students identify the base word and the suffix added. Have the student explain the meaning of the word and the meaning of the base word.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22221 identify simple prefixes.	Base words are often called "root words." Base words should be taught as a sight word list, such as the Dolch Sight Word List, and the basal vocabulary are introduced. An affix is one or more sounds or letters attached to the beginning or end of a word and serving to produce a derivative word or an inflectional form.	identifying, verbalizing	A. Write the word "tie" on the chalkboard, chart tablet, or transparency. Have the students make a sentence with the word. Write the word "untie" on the chalkboard, etc. Have the students explain the difference the prefix made. Write other words such as "wrap-unwrap-lock-unlock-safe-unsafe-clean-unclean." Have the students make sentences with the words.		
	A prefix is an affix occuring at the beginning of a word. The most common prefixes in beginning reading are: "ab, ad, be, com, de, dis, in(into), in(not), pre, pro, re, sub, and un." Students should recognize that the addition of prefixes often changes the meaning of the word.	recognizing	B. Have the students identify words with prefixes from a given page in the basal.		
		identifying	C. Divide the students into teams. Have a member of each team go to the chalkboard. Pronounce a word with a prefix and have the students write the prefix. Award points for correct answers. Allow each member of the team to have a turn. The team with the most points wins.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22222 identify base words.	Base words are often called "root words."	identifying, verbalizing, writing	A. Display a list of words with inflectional endings from a sight word list, such as the Dolch Sight Word List, or the basal vocabulary list. Have the students identify the words and explain what the words have in common. Display an identical list of words without the inflectional endings. Have the students identify the difference. Discuss base words. Have the students use the first list and write the base words. Students may check their work with the second list.	L.A. 233D1 L.A. 233B1	
		applying, composing, identifying	B. Given a list of words with prefixes and suffixes, the student will write a sentence with each word and underline the base word.		
		recognizing, creating, matching	C. Make key cards with inflectional endings, suffixes, and prefixes. Have base words on game cards. Stack the game cards. Have each student draw one card. Have the student make a new word by matching a game card with a key card.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22223 identify and form contractions.	A contraction is a shortened form of a combination of two words. The omission of letters is shown by the use of an apostrophe. "Don't" is the contraction listed in the Dolch Sight Word List. Other contractions listed early in basal vocabulary lists are "let's, I'm, I'll, can't, he's and isn't"	reading, verbalizing, recognizing	A. Write a sentence containing a contraction on the chalkboard. Have the students read the sentence and tell the meaning of the contraction. Write the two words used to form the contraction. Explain the process of forming a contraction. Use other contractions in sentences and write the words on the chalkboard. Have the students explain how the contractions were formed.	L.A. 232B1 L.A. 232D1	
		identifying	B. Using "bingo" cards, write contractions in each square. Give each student a playing card. Call out two words used to form a contraction. Have the student place a marker over the square which has the contraction.		
		writing, applying	C. Give a list of words used to form contractions, The student will write the contractions on paper. Have the student explain how the contractions were formed.		
		recognizing, verbalizing	D. Give a list of sight words or vocabulary words, Have the students circle the contractions. Have the students write the two words used to form the contraction.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 22224 Identify and form compound words.	Compound words are two words combined to make a new word. Many compound words are included in sight word and vocabulary lists. Such words as "into, today, together, myself, and upon" are included in the Dolch Sight Word List.	identifying, verbalizing	A. Display a sentence on a chart that has a compound word. Have the students read the sentence and identify the compound word. Discuss the formation of compound words. Underline the compound word. Write other compound words on the chart and have students make sentences with the words.	L.A. 233D1	
		matching	B. Write compound words on index cards. Cut the words in half. Have two sets of cards made. Divide the group into teams. Within a time limit, the teams will form as many compound words as possible. The team forming the most words wins.		
		creating, applying	C. Make key cards that have half of a compound word on each card. Such words as "to, man, air, self and up" should be used as more than one word can be formed. Give each student a key card. Have the student write a compound word using the word on the key card. If the student is correct, pass the key card on to another student. Allow each student to have at least one turn.		
		composing, applying, listing	D. Have each student write a sentence with a compound word. The student's partner must then make another sentence with the same compound word. List all compound words.		

READING -- GRADE 2

GOAL: 22000 understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22225 identify possessive nouns.	Possessive nouns denote ownership. Most possessive nouns at this level are formed by adding 's.	identifying, reading, verbalizing	A. Hold up a jacket or some item belonging to a student. Have the students identify the owner of the jacket. Write the sentence on the chalkboard denoting possession, such as "This is Johnny's jacket." Have each student identify an item belonging to another student and make a sentence. Write the sentences on the chalkboard. Have the students read the sentences, identify the possessive noun, and explain how the possessive was formed.	L.A. 232D1	
		applying, writing	B. Given a worksheet, the students should rewrite sentences such as "The pencil belongs to Joe." The reworded sentences should use a possessive noun.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22226 divide words into syllables using the VC/CV rule.	The second step in using syllabication is to use visual discrimination of the structural units that make up the sound units heard in a word. The first rule to be taught is the VC/CV rule: when the letter pattern in a word is vowel-consonant-consonant-vowel, divide the word between the two consonants. This rule does not always apply. The student should be instructed to "try" this approach but to realize it might not always apply.	applying, recognizing	A. Write two words such as "rabbit-picnic" on the chalkboard to illustrate the VC/CV rule. Have the students repeat the words and determine the number of syllables heard. Write the syllables heard and explain the process to the students. Write other words on the chalkboard and have each student give the number of syllables heard and how the word should be divided. Have the students repeat the VC/CV rule.		
		identifying	B. Use worksheets. Have the students identify the division of syllables.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 222C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22227 recognize stressed or accented syllables.	Accent is the degree of stress on a syllable. In all words with two or more syllables, one of the syllables is pronounced with more force or stress (accent). This syllable is called the accented syllable. Many students are unable to use auditory discrimination to determine the accented syllable at this level.	recognizing, applying	A. Pronounce the word "apples." Have the students repeat the word and identify the number of syllables. Write the word on the chalkboard or chart tablet or transparency illustrating the division of syllables. Repeat the word and have the students identify the accented syllable. Repeat the activity. Have the students repeat the word, clapping to denote each syllable. The students should clap louder on the accented syllable.		
* 22228 count the number of syllables in a word.	A syllable is a structural element that contains a vowel sound. In the first grade, counting syllables should occur naturally as attention is called to the structural units in a word. At this level, the students should be provided with basic generalizations in the mechanics of syllable divisions. The first step is by using auditory discrimination to determine the number of syllable units in a word. Students should be able to identify the number of vowel sounds heard in a word such as /ge/og/ra/phy/.	identifying	A. Review the Dolch Sight Word List. Have the students identify the number of syllables heard in each word. The students can be given a word list and asked to identify the number of syllables heard in each word. The list should include only familiar words.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 223A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22301 use books and other materials properly.	Students should learn rules for handling books and materials, such as: * always handle books with clean hands * turn pages carefully * have a special place to keep books * protect books from the weather and pets, and * return books on time.	verbalizing, listening, comprehending	A. Have students discuss the proper procedures for handling books. Record these rules and display them in the reading center. Remind students of rules they tend to forget when using the center.		
		observing, modeling, comprehending	B. Have students discuss with the librarian the procedures for checking in and out books. Have students demonstrate the proper way to turn pages and to carry books.		
		creating, discussing, comprehending	C. Have students make protective covers for special books. Discuss how the covers will help to keep the books from being torn, soiled, and wrinkled.		
		listening, observing, comprehending	D. Obtain cards from the library or use teacher-made cards. Ask the librarian to discuss with students the procedures for signing out books. Demonstrate the proper way to sign, stamp, and deposit the card when checking out a book. Have students use the reading center to practice checking out books.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 223A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22302 select books from the library.	Selection procedures should include locating appropriate books, pulling books from the shelves, and replacing books on the shelves.	listening, observing, locating	A. Have students visit the library and find the picture book/easy book section. Point out to students that the books are located in a specific section of the library and that they are shelved on low shelves.		
		listening, observing	B. Set up a reading center in the classroom. Arrange the books on the shelves in alphabetical order from left to right and label the shelves. Point out to students the alphabetical arrangement and explain why the books are arranged in this manner. Have the students visit the library and observe the arrangement of the books.		
		listening, observing	C. Show students how to pull out one book at a time and mark its place with a marker, such as a ruler or a poster board strip. Show students how to return the book to its place.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 223A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22304 use a children's dictionary.	A children's dictionary gives simple definitions for words and has larger print than most regular dictionaries. The dictionaries are also known as primary or junior dictionaries.	observing, locating	A. Display a children's dictionary. Help students find the names of animals or objects in the dictionary. Reinforce the fact that entries are listed in alphabetical or A-B-C order.		
		locating, writing	B. Have students find new vocabulary words and/or spelling words in a children's dictionary. Have students read and write meanings of words.		
22305 recognize beginning reference materials.	Beginning reference materials include pre-encyclopedias, picture dictionaries, and atlases.	listening, observing	A. Have reference books suitable for very young children available for students to examine. Use these reference materials to locate answers to specific questions or to help students find out more about topics in which they are interested.		
		listening, observing, comprehending	B. Show students a picture dictionary. Ask students to guess the uses of the book. Point out words related to a current unit of study, such as farm animals. Explain the uses of a dictionary. Have the students suggest several words for the class to find together.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 223A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22306 locate the title, author, and illustrator on a title page.	The title page of a book is inside the front cover and contains the title of the book and the names of the author(s) and illustrator(s).	listening, observing, locating	A. Always read the title page when beginning a book. Point out to students the title, the author(s), and the illustrator(s) of a book. Let each student select a book and point to each part as the teacher points to it on a model.		
		choosing, locating	B. Make a chart to display in the classroom. As a book is read aloud, list the title of the book and its author in the chart. Allow students to request a special book from the list to be read at story time. Have them locate the title and the author(s) and illustrator(s) of the book.		
22307 use a table of contents.	A table of contents lists the stories, chapters, or topics in a book and tells on what page each begins.	observing, locating	A. When a new story is begun in the basal, point out the title of the story in the table of contents. Have students tell to which page they should turn.		
		locating	B. Give students a sample table of contents. Write the titles of the listings on sentence strips. Hold up a strip and have students find the title on the page.		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 223A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22310 arrange words in alphabetical order.	Alphabetical order refers to the systematic ordering of words using the prescribed order of the alphabet. Students should alphabetize using the first, second, and third letters of each word.	recalling, sequencing	A. Review the concept of A-B-C order introduced in the first grade. Give students ten word cards and have them arrange the words in alphabetical order according to the initial letter.		
		sequencing	B. Explain that words which begin with the same letter are alphabetized by using the second letter. Give students five words, such as "bag," "boy," "bite," "beg" and "bug." Have students arrange these words in alphabetical order.		
		sequencing	C. Repeat Activity B using words which begin with the same two letters, such as "camp," "cap," "can," "cage," and "cab."		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 223A1 To understand the use of library and reference materials

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22311 scan a page to locate specific information.	Scanning is glancing from point to point in search of a particular item.	listening, locating	A. During a directed reading lesson, read a phrase or sentence. Have the students scan the page to find that sentence. For example, "Find the sentence which says, 'The car went down the street,' and put your finger on it." Have students pull a ruler down the page so that one line at a time is visible. Tell students to move their eyes down the page with the ruler and to look for the word "car." When they find "car" they should check the words on both sides to see if it is the sentence for which they are looking.		
		locating	B. During guided silent reading, have the students scan the page to see what happened in a specific sentence. For example, "Look down the page quickly. Find the third sentence. Read to see where the children are going."		

READING -- GRADE 2

GOAL: 22000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 224A1 To understand the use of literature for practice and pleasure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
22401 read books for practice and pleasure.	Appropriate literature would include easy books, nursery rhymes, and teacher-made materials.	selecting	A. Create a reading center which includes easy books on a wide variety of subjects. Provide students free reading time daily.	L.A. 236C1	
		selecting	B. Provide students opportunities to select library books for reading at home. Create a "book bank" for each child in which parents "deposit" the title of each book the student reads.		
22402 identify elements of poems.	A poem is a series of verses which usually rhyme, although some types of poems do not rhyme. Poems may also have a particular rhythm and verses or phrases which are repeated.	listening, observing, associating	A. Discuss with students the features of a poem they are about to read, such as the rhyme, rhythm and repetition. Point out the parts of the poem which relate to each feature.	L.A. 234C1	
		identifying	B. Give students a similar poem and have them identify the rhyming words. As students read the poem, have them clap the rhythm.		

READING - GRADE 2

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST I: COMPREHENSION	
22111	flowers, animals, not safe, ran fast, hurting, slowly, thick
22115	warm, loud, fast, town, hold, all, start, finish, noise, happy
22116	last, dirty, closed, cry, day, sad, sold, far, took, now
TEST II: COMPREHENSION	
22118	4 1 6 2 5 3
22123	The Men and the Dragon
22121	dragon, two men, they felt hot air, they were afraid, they did not do their job
TEST III: COMPREHENSION	
22132	would be a king — the Red Lion Loud Rock — strong and brave where the gold seeds were — under a bush had only one eye — in a cave golden trees grew up — in a gold house
22138	C B D A B D A D

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST IV: COMPREHENSION	
22125	what happened to Sally — a magic trick Kate drives to the country — a scared horse
22140	it was his first time at the beach he believed he could make the walls strong the water was coming closer the waves and water were too strong
22143	F R R F
TEST V: WORD IDENTIFICATION	
22207	Pronounce the name of each picture: (plug, screwdriver, crayon, grapes, skate, train, flag, brush, strawberry, snail, frog, drip, clown, glasses, statue, twins) pl sc cr gr sk tr fl br str sn fr dr cl gl st tw
22208	Pronounce the name of each picture: (hand, bulb, desk, skunk, stamp, ghost, elephant, chest) nd lb sk nk mp st nt st
22215	Pronounce the name of each picture: (leaf, mailbox, rain, crayon, bows, boat, key, tree) ea ai ai ay ow oa ey ee
22214	Pronounce the first word: (night, real, fume, tail, poke, kite, keep, note, cute, cake) tie seed use take rope pie leave hold huge plate

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST VI: WORD IDENTIFICATION	
22222	love want fast like climb follow watch crash glad stick
22223	wasn't: was not she's: she is who's: who is he's: he is don't: do not isn't: is not I'm: I am how's: how is wouldn't: would not weren't: were not it's: it is we're: we are we've: we have who's: who is shouldn't: should not
22224	bedroom mailman sailboat drumbeats cheesecake afternoon bookkeeper skateboard bedroom haircut
22228	2 1 3 3 1 2 2 2 3 2 2 2 3 3 2 2 3 1 1 2

Second Grade Vocabulary

Ann
Ann's
Bill
I
I'm
Jane
Jason
Jason's
Joe
Kam
Kate
Kate's
Mark
Mr.
Mrs.
Sally
Sam
Smith
Smiths
Tammy
Ted
Zeno
a
about
across
afraid
after
afternoon
ago
ahead
air
all
always
an
and
angry
animal
animals
another
answer
are
as
ask
asleep
at
ate
away
back
bad
bag
be
beach
beautiful
became
because
become
bed
been
before
began
begin
believed
best
better
big
bike
birds
birthday
black
board
boat
book
bought
bow
brave
bring
bringing
broke
brown
brush
build
built
bulb
burn
burned
bush
bushes
but
by
cabbage
cake
called
came
camp
can
cap
car
castle
cave
chest
children
city
clean
climb
climbing
close
closed
closer
clown
come
comes
coming
could
country
crashes
crayon
creek
cross
crossed
crows
cry
cut
cute
dark
day
days
deer
desk
did
dirty
dislike
do
dog
dogcatcher
don't
donkey
down
dragon
drip
drives
drumbeats
dry
duck
easy
elephant
empty
end
every
eye
fall
family
far
farmer
fast
faster
fastest
fat
father
feel
fell
felt
fight
find
finish
finished
fire
first
flag
flowers
follow
following
food
football
footprints
for
forest
found
friend
friends
frog
from
full
fume
fun
funny
fuss
game
games
garden
gave
get
getting
ghost
giant
give
glad
gladly
glass
go
going
gold
gone
got
grapes
grass
green
grew
ground
grow
gun
had
hair
haircut
hand
happened
happy
hard
has
hat
have
having
he
he's
hear
heard
held
help
her
hid
high
higher
hillside
him
his
hit
hold
home
horse
hot
hours
house
how

how's
huge
hundred
hunters
hurry
hurting
ice
ill
in
inside
into
is
isn't
it
it's
job
keep
keeper
keeps
kept
key
kill
killed
king
kite
knew
knit
know
lake
land
large
last
late
laugh
laughed
leaf
leave
let
like
line
lion
little
lives
living
lock
long
look
looked
looks
loud
love
lovely
made
magic

mailbox
mailman
make
man
many
mean
means
men
middle
monster
most
mother
mountain
mouth
moved
must
my
name
named
near
nearly
need
never
new
next
nice
night
noise
noisy
noon
nose
not
note
nothing
of
old
on
open
our
over
part
people
pick
picnic
pie
place
places
planted
plate
played
plug
poke
potatoes
pretty

problem
pulled
put
quick
quiet
quietly
rabbit
rabbits
race
rain
ran
ready
real
red
remember
rest
return
returned
riding
right
road
rock
rocks
room
rope
run
running
sack
sad
safe
said
sail
sailboat
sailed
sand
sandcastle
sat
saw
says
scarecrow
school
screw
see
seed
seeds
sent
set
shaggy
shall
she
she's
ship
shirt

should
shouldn't
skate
skunk
sleep
slow
slowly
small
smart
smile
snail
so
softly
soil
sold
some
something
soon
sorry
sound
stamp
standing
start
statue
stay
sticks
sticky
still
stop
stopped
store
story
strawberry
strong
summer
tail
take
tall
tap
team
tell
that
the
their
them
then
there
they
thick
thin
things
think
this
through

throw
tie
time
times
tired
title
to
today
together
told
tomorrow
tonight
too
took
town
train
tree
trees
trick
tried
trip
trucks
try
turtle
turtles
twins
two
under
understand
until
up
us
use
used
very
visit
wagon
waited
waiting
walk
walked
walking
walls
wanted
warm
was
wasn't
watchful
water
waves
way
we
we're
we've

week
went
were
weren't
what
when
where
which
white
who
who's
why
wide
wig
will
win
wins
with
women
word
words
work
works
would
wouldn't
write
year
years
yellow
you
young
your